# CETL Connection

Center for Excellence in Teaching and Learning

University of Wisconsin-Superior December, 2008

## Welcome Week 2009 Special Guest Speaker: Dr. Charlie Nutt



Dr. Charlie Nutt

CETL is pleased to announce that we will be bringing Dr. Charlie Nutt, Executive Director of the National Academic Advising Association (NACA-DA) and nationally known speaker on assessment and academic advisement issues to campus during Welcome Week January 2009. Dr. Nutt has his
Doctorate in Education
(Georgia Southern
University, 1999). He
also has professional
background experience in
Student Development,
Registrar, Freshman Orientation and faculty teaching.
Dr. Nutt speaks nationally
on academic advisement
and assessment topics.

Dr. Nutt will be presenting a brief keynote address on Faculty and Staff Enhancement Day, January 14 (Wednesday) morning and then offering two additional breakout sessions on topics related to academic advising. We encourage all academic advisors (faculty and academic staff) to especially mark and note these sessions during Enhancement Day as they are announced. Also, he will be a "think tank" expert for department chairs and several campus committees related to retention/ recruitment issues. Dr. Nutt was invited based on recommendations from our Undergraduate Advisement and Enrollment Management staff and is a direct follow-up speaker to the CETL Summer Conversations 2008 on Retention/ Recruitment

We are excited to host Dr. Charlie Nutt on campus!

#### The Center for Excellence in Teaching and Learning (CETL) is located in McCaskill 124. Staff members include Dr. Maria Stalzer Wyant Cuzzo (Professor of Legal Studies, Department of Politics, Law and Justice) who serves as Director of CETL, Dr. Lisa Larson (Coordinator of Instructional Development), Ms. Denise Denu, Administrative Staff Support and Nicole Richie Student Assistant. Contact information: mcuzzo@uwsuper.edu (8482) llarson@uwsuper.edu (8051) ddenu@uwsuper.edu (8548)

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## Watch for Faculty and Staff Enhancement Day Spring 2009

Faculty and Staff Enhancement Day promises lots of opportunities for professional development. Spring Semester '09 will kick off with Opening Week from January 13-16, 2009. Wednesday, January 14 will be Enhancement Day. CETL will be hosting Dr. Charlie Nutt, Executive

Director of the National Academic Advising Association, for a brief keynote and several sessions on advisement and assessment. Dr. Lisa Larson will offer a 1/2 day intensive workshop on Collaborative Learning. Various breakout sessions that appeal to all campus audiences will be offered.

The academic service learning initiative sponsored by the Center for Academic Service Learning (CAS-L) will host a luncheon and will provide information about their offerings. We'll celebrate newly tenured and promoted faculty. Mark your calendars and watch for further information

#### Fellow and Scholar for 2009-2010

The Provost

are pleased to

announce that

Dr. Deborah

Augsburger

(Department

Inquiry) was

of Social

named the

and CETL



Dr. Deborah Augsburger OPID Faculty Fellow for 2009-2010. Dr. Raychel Reiff (Department of English) was named the OPID Faculty Scholar for 2009-2010. Dr. Lois Guderian (Department of Music) was named the Alternate for Faculty Fellow. Both CETL and the Provost reviewed all applications submitted. The Faculty Fellow and Scholar represents UW-Superior in the OPID sponsored UW-System initiative to foster quality teaching and learning. The Fellow and Scholar will attend the Spring 2009 OPID Conference, Faculty College in May 2009, Summer Institute in July 2009 and numerous planning meetings for all Fellows and Scholars through the academic year of service. They receive a stipend, S&E support and travel support for their work. Both the

Fellow and Scholar will present their work to the campus community at the end of their service year. Congratulations to Dr. Augsburger



Dr. Raychel Reiff

and Dr. Reiff on their accomplishment.

## **Concept Mapping Workshop Held during August Welcome Week with Grant from UW System**

Twenty-one faculty and academic staff members from 11 academic departments participated in a three-hour workshop on teaching with concept maps on August 28, 2008 during UW-Superior's Faculty and Staff Enhancement Day. Workshop participants examined contemporary perspectives on conceptual thinking, viewed sample concept maps created by instructors and students, and considered research outcomes on concept mapping for

learning. Participants put the information into practice by developing their own concept maps, both on paper and using Cmap concept mapping software.

The workshop's facilitator Dr. Lisa Larson was awarded a \$1000 conference development grant from UW System's Office of Professional and Instructional Development (OPID) for the workshop. Funds were used to provide an extensive reading packet for participants and for refreshments. The reading packet is available to any instructor who plans to use concept mapping in a course. Contact Lisa Larson at CETL for a copy, x8051 or llarson@uwsuper.edu.



## Breaking Down Silos and Building Bridges: Interdisciplinarity at UW-Superior

The CETL Advisory Committee is working on an annual theme of fostering interdisciplinarity on campus this year. We are gathering information about faculty and academic instructional staff collaborations and examples of interdisciplinary work on campus and plan to host a reception in Spring '09 to feature and celebrate this work.

If you are engaged in interdisciplinary work on campus with other colleagues (teaching, scholarship or service), please send an e-mail to Maria Cuzzo (mcuzzo@uwsuper.edu) that describes your work so we can find good examples of collaboration on the campus. Working together is a key examples of how we break down silos

and build bridges. Watch for some campus efforts to highlight these kinds of creative partnerships!



#### Thanks To Former Fellows and Scholars For Presentations

Suzanne Griffith (Counseling Professions), Eri Fujieda (Sociology-Social Inquiry), Shaun Lynch (Math and Computer Science) and Maria Cuzzo (Politics, Law and Justice) all presented their experiences and findings as former OPID Faculty Fellows and Scholars during the week of October 13. Lynch and Cuzzo served in 2004-2005, Fujieda served in 2006-2007 and

Griffith served in 2001-2002. We appreciate the willingness of former Fellows and Scholars to talk about their work. The Wisconsin Teaching Fellows and Scholars Program was awarded the prestigious 2005 TIAA-CREF Theodore M. Hesburgh Certificate of Excellence for the development of innovative and diverse communities of teacher-scholars across the UW-System. This program

provides a one year appointment, supporting stipend and S&E allocation to generate Scholarship of Teaching and Learning (SoTL) research. Teaching Fellows and Scholars are expected to serve as leaders and mentors in campus and UW-System SoTL work. Each UW institution may name two participants for the program.

#### **CETL Creates Summer Conversation Series**

Educators on this campus don't often have enough time to talk about issues that matter to the future and life of our

campus. In Summer

2008, CETL inaugurated a new effort to remedy this challenge through the CETL Summer Conversation Series.

Thirty-eight to forty educators, administrators and support staff met on June 9 and 11, 2008 for a

morning of conversation on two topics: retention/recruitment and communication. Pat Miller, well known area facilitator was the facilitator for both conversations. A variety of formats for discussion and brainstorming were used to solicit feedback and ideas about these two important campus topics. After the morning of conversation, the group shared lunch. The Provost's Leadership Team met following the sessions to review complete summaries of the ideas and moved quickly to implement

suggestions. For example, the Provost implemented open office hours and regular campus updates this semester directly in response to the communication conversations. New initiatives have been explored by admissions and enrollment management. CETL hopes to continue the summer conversation series in Summer '09 focused on pressing topics on campus. Thank you to everyone who participated and helped to organize the successful first year of the CETL Summer Conversation Series!

#### **AACU Conference on Science and Technology**

CETL and the Provost's Office are proud to announce that Dr. Mary Balcer (Biology), Dr. Michael Waxman (Chemistry), Dr. Shaun Lynch (Math and Computer Science) and Dr. Ted Cox (Teacher Education) attended the AACU (American Association of Colleges and Universities) Conference on Engaging Science, Advancing Learning: General Education, Majors and the New Global Century in Providence, RI on November 6-8, 2008. These four educators responded to an all campus call for people to attend this important international conference. The conference explores the place and practice of science in college learning for the 21st century. The four attendees will present to the campus at

a future time about their insights gained from attending this conference. Thank you to these four busy educators for taking the time to attend this conference and represent UW-Superior!





Dr. Shaun Lynch

"One of the most important parts of the AACU Science and Technology Conference was realizing that we need to better define scientific literacy: what do we mean when we want students to have this literacy? To answer this question, we need to have interdisciplinary conversations with each other. It needs to be a two-way conversation: not just what I want you to know about mine but also what I need to know about yours." Professor Shaun Lynch, Math & Computer Science

### Spotlight on Dr. Suzanne Griffith, OPID Faculty Representative

Dr. Suzanne Griffith of Counseling Professions serves as the UW-Superior Faculty Representative to the Office of Professional and Instructional Development (OPID) at UW-System. The Faculty Representative's job is to reach out to communicate with their campus about OPID programs, provide feedback to OPID about campus needs, serve as an advocate for teaching and learning developments or resources and help develop more opportunities for teaching and learning initiatives. Suzanne is a former OPID Faculty Scholar. She has served on the OPID Council and as Faculty Representative before. Suzanne also serves on the CETL Advisory Committee. CETL thanks Suzanne Griffith for her service and leadership on OPID related topics and quality teaching and learning.



Dr. Suzanne Griffith

## Congratulations To Joel Sipress and Eri Fujieda on Recent SoTL Publication



Dr. Joel Sipress

Dr. Joel Sipress (History) and Dr. Eri Fujieda (Sociology) were both featured in a new publication from Stylus Publishing on the

Scholarship of Teaching and Learning entitled Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind, edited by Regan Gurung, Nancy Chick and Aeron Haynie (2008). Joel M. Sipress and David J. Voelker co-authored a chapter entitled "From Learning History to Doing History: Beyond the Coverage Model," and Eri Fujieda authored a chapter titled "Signature Pedagogy and the Sociological Imagination." This book represents a major advance in the Scholarship of Teaching and Learning by moving beyond individual case studies, best practices and the work of individual scholars to focus on the unique content and character pedagogies of major disciplines. Congratulations to both Joel and

Eri for their contributions to the SoTL field. The book is available from Stylus Publishing and will be purchased for the CETL library.



Dr. Eri Fujieda

### **Enhancement Day, Fall '08 Serves Campus Community**

Over 170 people attended 26 sessions offered by 25 different members of our campus community on August 28, 2008. This was the first time that open solicitations were used to generate enhancement day options for faculty and staff. The purpose of Enhancement Day during Opening Week is to provide faculty and staff an opportunity to learn and grow in their work. Ninety eight percent of the returned evaluations from the different workshop sessions indicated that people

thought the sessions were either "excellent" or "good" in their overall value. Thank you to all the presenters during Fall Enhancement Day and watch your e-mail and Staff Digest for the invitation to participate in Faculty and Staff Enhancement Day, Spring '09. We have some exciting developments for our next Welcome Week and will to continue to support the professional development of our staff



#### **CETL Welcomes New Faculty to Campus**

The annual New Faculty Orientation is happening this fall and involves nine new faculty members including:
Deborah Augsburger (Anthropology-Social Inquiry), Mei Cao (Transportation Logistics), Nicholas Danz (Biology and Earth Sciences), Hilary Fezzey (English), Lois Guderian (Music), Bruce Kibler (Business and Economics), Connie O'Brien (Business and Economics), Mark Spitzer (Communicating Arts) and Catherine Pulkinen (Teacher Education). This year's New

Faculty Orientation kicked off on August 29th during Opening Week with a full day of activities involving greetings, orientation to the university, attending the New Student Induction Ceremony and Luncheon, presentations about key faculty functions and support and concluded with a dinner in honor of the new faculty at the Boathouse. The Series continued September 18th (3rd week of the semester) with weekly sessions and includes topics ranging from shared readings, meeting our

students, teaching portfolios, implementing technology in courses, COPLAC and the liberal arts, scholarship, retention/promotion, assessment and a final celebration breakfast! Over 30 people from the campus are part of the New Faculty Orientation series participating in panels and other discussion formats with new faculty. We welcome our new faculty to campus and hope that they have a successful integration experience.

### **Digital Storytelling Workshop in Madison**



Dr. John Kunz

Larson,
CETL, and
John Kunz,
Interim
Coordinator of Academic Service
Learning and
Outreach
Program

Dr. Lisa

Manager, Continuing Education/Extension, attended the two-day workshop Digital Storytelling in Higher Education, November 6-7 at UW-Madison.

Campuses are using digital storytelling to showcase academic service learning projects and to help faculty share their research interests with



Dr. Lisa Larson

students. Keynote speakers were nationally known experts Joe Lambert from the Center for Digital Storytelling, Berkeley, Ca. and Roger Schank, cognitive scientist and CIO, Socratic Arts. For examples, go to https://kb.osu.edu/dspace/handle/1811/24839 and click the browse by title button. The event was sponsored by a UW System Learning Technologies Development Council Curricular Redesign grant.



#### **CETL Advisory Committee 2008-2009**

Thank you to the following members of the campus community who serve on the CETL Advisory Committee 2008-2009:

- Dr. Pamela Bustos (Music)
- Dr. Maria Stalzer Wyant Cuzzo (Director of CETL).
- Dr. Suzanne Griffith (Counseling Professions, Faculty Representative to OPID)
- Ms Heather Kahler (Academic Staff representative, Math in Student Support Services)
- Dr. Wendy Kropid (Teacher Education)
- Dr. Lisa Larson (Coordinator of Instructional Development)
- Dr. Xingbo Li (World Languages and Literature)
- Dr. Shaun Lynch (Math and Computer Science)

 Mr. Brent Notbohm (Communicating Arts)

The CETL Advisory Committee provides input and feedback as well as strategic planning assistance to CETL staff. They represent academic instructional staff and faculty on the campus and are appointed by their respective governance bodies.

## Dr. Shin-Ping Lui Tucker is OPID Fellow, 2008-2009: **Report from the Field**

I am currently

an assistant

professor of

Information

Technology

Department

of Mathemat-

ics and Com-

puter Science

in the



Dr. Shin-Ping Lui Tucker

at the University of Wisconsin-Superior. I have my bachelor's degree in Business Administration (BA) and Master's degree in Computer Science (CS). I accomplished my Ph.D. degree in Interdisciplinary Information Science at the University of North Texas (UNT). My dissertation topic was "An E-government Readiness Model."

I have been teaching various graduate and undergraduate courses for years as follows: Web Design, database systems, data communications, e-commerce, operation systems, computer information systems, business computer applications, computer literacy, Visual Basic for applications, Java, C\C++, JavaScript, business Statistics, etc.

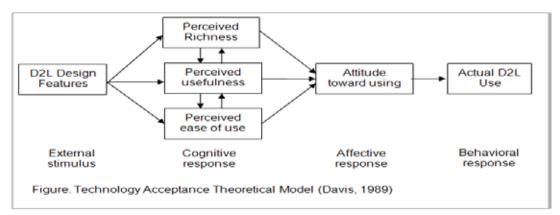
Before I started my teaching career, I worked in industrial fields in the Dallas, Texas area for over four years. I wrote various business white papers and filed two patents-"Optimal Content Distribution System" and "Method, System, and Apparatus for the Optimization of Entropy using Re-iterative, N-bit Lossless Compression."

I have been publishing several papers in peer-reviewed journals, book chapters and conference proceedings including standard user interface in e-commerce sites, assessing the quality of the online experience, an e-commerce success model, cybercrimes, cyberwarfare, and cyberterrorism, etc. My research interests include e-commerce Web design and analysis, global information technology, web-based technology, internet security, mobile computing, e-supply chain management, etc.

Teaching is a very rewarding experience for me because I firmly hold the belief that education can have a positive influence on people and enrich their lives. Being a teacher-scholar, I remain

passionately committed to my scholarship. I always consider scholarly productivity as beneficial to my students as it is to me and the academy.

I was pleased to be selected as Wisconsin Teaching Fellow for the 08-09 Program. The Scholarship of Teaching and Learning (SoTL) project I am working on is to explore how an individual student's perceptions of key beliefs (i.e. richness, usefulness and ease of use) surrounding the use of course management systems (CMS) influence his or her learning. This study will apply the Technology Acceptance Model (TAM) identifying components of richness, usefulness and ease of use that predict student's attitude toward the CMS usage as expressed in the following figure. This study will use Desire2Learn learning technology (D2L) as an example of course management systems.



The study will use a Web-based survey and employ TAM with path analysis to identify CMS features. The grounded theory will be adopted for the

reflection analysis of the students' feedback. Finally, the study will provide insights into the richness, usefulness and ease of use of course management

systems for educators and researchers, as well as students

#### **Grantee in Learning Technologies Receives Local Media Coverage**



Heather Kahler

Heather Kahler's 2007-08 learning technology grant project received local media coverage on November 12, 2008, when both the Duluth News Tribune and the local TV news from WDIO-DT featured her project. Students in Kahler's Fundamentals of Mathematics courses are analyzing data for an erosion project in the Gambia, Africa. They use the online video technology Skype to meet virtually with the erosion project's leaders. The original project was supported by a UW System Learning Technologies Development

Council Curricular Redesign grant and facilitated by CETL and Technology Services staff. This semester's students are continuing to work on data to help predict and prevent erosion along the Gambia River. To view the news footage, see http://www.wdio.com/article/stories/S658788.shtml?cat=10335

#### **Effective Grading Workshop**

Fourteen people participated in the CETL sponsored panel discussion "Effective Grading" on March 5, 2008 in RSC. The panel involved Dr. Maria Cuzzo (CETL Director and moderator), Dr. Peggy Marciniec (Teacher Education), Dr. Wendy Kropid (Teacher Education), Dr. Lisa Larson (CETL), Dr. Shin-Ping Tucker (Math and Computer Science) and Dr. Keith Berry (Communicating Arts). Each presenter responded to a series of questions about grading include:

- What is the most effective grading practice that you are using today?
   What is your greatest struggle with grading?
- What do you think about grade inflation?
- What one new practice would you like to experiment with on grading?

Many of the presenters use some version of rubric grading to aid their transparency and clarity of process. Dr. Berry talked about the values and philosophies of being a grader.

Dr. Tucker focused on the importance of the syllabus in providing "transparency and fairness" in the grading experience.

Those attending the panel had the opportunity to ask questions.
This panel was part of CETL's yearlong emphasis on assessment.



## **Faculty College 2008**

Congratulations to the following faculty and academic instructional staff members who were chosen from among a field of nine applicants to attend Faculty College 2008:

Heather Kahler, Math Instructor/Math Lab Supervisor, Student Support Services

Monica Roth Day, Assistant Professor of Social Work, Department of Human Behavior and Diversity Gloria Eslinger, Assistant Professor, Department of Visual Arts

Olawole Famule, Assistant Professor of Art History, Department of Visual Arts

Faculty College is an annual opportunity for UW System faculty and academic staff to unite in concentrated study and discussion aimed at improving undergraduate teaching and learning. Some 100 participants attended three days of intensive, interdisciplinary seminars on topics relating to teaching and learning

issues. Each participant registers for two of the four seminars offered. This year's keynote speaker was Sister Helen Prejean on the topic of "Dead Man Walking: The Journey Continues."

Congratulations to these colleagues on this great opportunity to learn more about quality teaching and student learning. Sponsored by the Provost's Office and Center for Excellence in Teaching and Learning (CETL). Watch for opportunities to apply for Faculty College 2009 during Spring '09.

#### **Letter From The CETL Director**



Dr. Maria Cuzzo

Thank you all for your ongoing interest and support of CETL's quality programming and services to educators on this campus. The

CETL mission is "to provide faculty and academic instructional staff with services, resources and support to foster meaningful student learning and quality teaching within a liberal arts tradition." UW-Superior has many educators:

- faculty and teachers in the class room
- academic staff who constantly

- engage and model for our students
- classified staff who provide invalu able infrastructure support to students and staff
- administrators who scope out the bigger vision and policies to guide our campus life
- · our students who teach us everyday

Supporting quality education in its many facets is a key part of CETL work. This fall, we've offered workshops, enhancement day breakout sessions, a book club, and conference opportunities. We have teams of our educators traveling in all directions to obtain valuable insight and bring it home for our benefit. We continue to work with the CETL Advisory Committee to break down silos and build interdisciplinary bridges

on campus. We coordinate and offer a semester long New Faculty Orientation series to support our new faculty's integration to campus. We continue our productive liaison with UW-System's OPID and bring grant and learning opportunities to our campus. The work is never-ending. It could not proceed without your encouragement and support. I hope that the end of your semester is as calm as possible and the Winter Break time is renewing in a different way than the typical pace of our semester life. Maria Cuzzo, Director of CETL, November 13, 2008.

#### **Seven Attend "Culture Matters" Conference**

UW-Superior sent a delegation to the Collaboration for the Advancement of College Teaching and Learning Conference on the topic "Culture Matters: Designing Learning Environments to Foster Cultural Awareness and Intercultural Competence" on November 21-22 in Bloomington, MN. More than 30 concurrent sessions on cross-cultural competency, multiculturalism and diversity and transformative learning were offered at this event. The team consisted of Lisa Larson (CETL), Marna Banks (CEE Outreach), Terri Kronzer (Educational Administration), Tracy Fabian (Counseling Professions), Judy Dwyer (Social Work-HBD), Paula Tracy (Social Work-HBD) and Eri Fujieda (Social Inquiry). Eri also served as a member of the conference committee. The keynote speaker was Carlos Cortes of the University of California-Riverside, one of the nation's most sought after diversity speakers. He lectures widely on the implications of diversity for education, government, private business and the mass media. His recent books include *The Children are Watching: How the Media teach about Diversity* and *The Making—and remaking—of a Multiculturalist.* This was a great teaching and learning conference and CETL looks forward to providing more opportunities to attend

Collaboration conferences in the future. Thanks to all those who attended this conference. This was a CETL sponsored event.





Not pictured: Eri Fujieda (pictured left to right) Paula Tracy, Terri Kronzer, Tracy Fabian, Marna Banks, Judy Dwyer, Lisa Larson

#### **Birkholz and Nordgren Attend WWHEL Conference**

Jane Birkholz

Management)

(Enrollment

and Deb

Nordgren

(Library Science and



Library) represented **UW-Superior** Debra Nordgren at the Annual

WWHEL (Wisconsin Women in Higher Education Leadership Conference) at Averno College near Milwaukee

the weekend of October 23-24. The WWHEL conference keynote speaker was Nancy Archer-Martin. She drew upon the principles of Appreciative Inquiry to suggest ways to find and develop our positive capabilities in both our professional and personal lives. Participants learned how to build shortand longer-term professional expertise and develop an intentional road map, integrating personal and professional goals, whether they are in a career mobility phase of life or not. The conference also featured breakout sessions

and workshops on a variety of topics related to women in higher education. Congratulations to Jane Birkholz and Deb Nordgren for attending this



Dr Jane Birkholz

conference on our behalf. This was a CETL sponsored event.

#### Three Develop Teaching with Technology Projects for First Year Seminars

Dr. Erin Aldridge, Dr. Eri Fujieda, and Kay Biga are each developing projects that integrate technology into their Fall 2008 First Year Seminar courses through CETL's pilot Teaching with Technology Curricular Redesign Program. Each received a \$500 stipend and focused support from CETL staff. The next call for proposals will be open to all UW-Superior instructors for projects that integrate technology into Spring

2009 courses.



Dr. Erin Aldridge

For Aldridge's Film Music course, students are working in iMovie with clips from feature films. They're

deleting the original sound track and adding their own music selections, then reflecting on the impact of their music choices. For Fujieda's Food and Social Justice course, students are using a custom-built computer-based learning

environment to help them compare industrial, organic, and forage food systems.

For Biga's Swimming with the Sharks



Kay Biga

course, students are using an online tutorial developed by CETL staff to build their skills in searching for, citing, and incorporating videos and images into presentations. After their online

searches, students give their multimediaenhanced presentations in class. The tutorial is in four parts: Part 1: Develop Search Term Ideas; Part 2: Prepare Technology; Part 3: Search and Save; Part 4: Select, Insert, and Cite. Go to: http:// www2.uwsuper.edu/llarson/tutorials/ Parts1-2.htm

http://www2.uwsuper.edu/llarson/tutorials/Part3.htm

http://www2.uwsuper.edu/llarson/tutorials/Part4 htm



Dr. Eri Fujieda

### Undergraduate Teaching and Learning Grants Due February 13, 2009

The official call for grant proposals for the Undergraduate Teaching and Learning Grants (UTLG) is out! The campus deadline for submission of these grants is February 13, 2009, 4:00 p.m. to Maria Cuzzo, CETL.

The Office for Professional and Instructional Development (OPID) requests proposals for Assessing Student Learning through Systematic Inquiry for the 2009-10 Undergraduate Teaching and Learning Grants (UTLG). This year's Undergraduate Teaching and Learning Grants are intended to support projects which focus on essential student learning outcomes with recognition of the intentional relationship between liberal education \*, inclusive excellence \*\*, and best teaching practices.

A total of \$184,743.00 are available for academic year 2009-10 to fund projects that meet one or more of the following goals:

- Support systematic inquiry of student learning outcomes;
- Advance campus priorities and system-wide strategic directions related to student learning outcomes including:
- the teaching and learning of liberal education goals;
- successful integration of human diversity content into the curriculum and teaching practices that address the complexities of human diversity into the classroom;
- Provide opportunities for instructors/ disciplines/institutions already involved in researching student learning outcomes to advance their work;

Grant proposals could include individual, team, department, interdisciplinary, college, campus, and/or multiple campus projects. Funding will be considered accordingly, with a range of \$10,000 to \$60,000 per project.

This year's grant program calls for project proposals that promote effective practices of assessing and improving student learning and advance the scholarship of teaching and learning, www.issotl.org), broadly defined as the systematic study of teaching and learning made public (McKinney, 2008). OPID supports this inclusive definition of SoTL that allows for work in any discipline and the use of various methodologies.

Proposals must be submitted electronically no later than March 3, 2009 to OPID. The UW-Superior campus deadline is Friday, February 13, 2009. Campus reviewed and approved proposals will be sent electronically to OPID by March 3,2009.

Send all proposal components to mcuz-zo@uwsuper.edu. Also include a signed transmittal form if you are able to send this form via e-mail. The grants will be reviewed by the Provost and the grants office.

#### **CETL Book Clubs Continue to Grow**

Last spring 2008, seven educators from multi-disciplines participated in the CETL Soup, Sandwich and Book Club on Parker Palmer's book The Courage to Teach. The Club met three evenings for dinner and discussion about Palmer's ideas. They viewed video excerpts from Palmer's work and had a chance to share their real life experiences as educators on this campus. Participants included Felix Unaenze (Library Science), Cindy Graham (Communicating Arts), Jen Christensen (Teacher Education), Monica Roth Day (Social Work), Shevaun Stocker (Psychology) and Heather Kahler (Math-Student Support Services). The group was facilitated by Maria Cuzzo (CETL).

This fall 2008, nine educators gathered for the CETL Soup, Sandwich and Book Club on Howard Gardner's book The Five Minds for the Future. The book club began on October 27. A complimentary soup, sandwich and a copy of the book was provided to participants by CETL. Participants included William Bajjali (Biology and Earth Sciences), Ted Cox (Teacher Education), Gary Keveles (Politics, Law and Justice), Felix Unaeze (Library Science), Rhoda Robinson (Teacher Education), Lois Guderian (Music), Kim Lebard-Rankila (HHP), Shevaun Stocker (Psychology) and Lisa Madewell (Chemistry).

Watch for news on our Spring Session: Stephen Brookfield's book <u>The Skillful Teacher.</u>

The CETL Soup, Sandwich and Book Clubs are an effort to bring educators together for meaningful and informal discussions about teaching and learning topics.

#### **OPID Publishes System Wide Shared Learning Goals**

#### Editor's Note

OPID sponsored a UW-System wide series of discussions to identify Shared Learning Goals that were common across campuses during Spring and Summer '08. Dr.. Joel Sipress, Dr. Suzanne Griffith and Dr. Maria Cuzzo participated on behalf of UW-Superior. This was the result of those discussions.

#### Description of Process

All bachelor degree programs offered by University of Wisconsin System institutions have certain goals and purposes. While respecting the individual missions and practices of each UW System institution, the following describes a set of learning goals shared by all of our institutions, even though each institution may approach these goals differently. The essence of these learning goals is a commitment to liberal education.

The University of Wisconsin System embraces the definition of liberal education developed by the American Association of Colleges and Universities, a definition informed by AAC&U's dialogue with hundreds of colleges, universities, and business and civic leaders. Liberal education is a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. These broad goals have been enduring even as the courses and requirements that comprise a liberal education have changed over the years. Characterized by challenging encounters with important and relevant issues today and throughout history, a liberal education prepares graduates both for socially valued work and for civic leadership in their society. It usually includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration.

It is within this larger context of liberal education that we envision the UW System Shared Learning Goals.

The UW System Shared Learning Goals provide a framework to communicate the meaning and value of a college education to students, parents, and the broader community.

The UW System Shared Learning Goals provide support to faculty, instructional and academic staff to be more intentional in their teaching and learning activities. They may be used to guide those at individual institutions to write specific, assessable, objectives for student achievement, and to develop curriculum.

The UW System Shared Learning Goals provide support to faculty, instructional and academic staff to become more intentional in their teaching, learning, and extra-curricular activities.

These five shared goals were derived from extensive discussions among faculty and staff representing every institution within the University of Wisconsin System. They represent the synthesis and essence of the goals of these various institutions.

#### Shared Learning Goals

University of Wisconsin System Shared Learning Goals for Baccalaureate Students

- Knowledge of Human Cultures and the Natural World including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences
- Critical and Creative Thinking Skills including inquiry, problem solving, and higher order qualitative and quantitative reasoning.

- Effective Communication Skills including listening, speaking, reading, writing, and information literacy.
- Intercultural knowledge and competence including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
- Individual, Social and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.
- Many University of Wisconsin System campuses are currently working to advance these primary learning goals and values. However, we can be more intentional, coordinated, systematic, and effective in educating the citizens that our communities, state, and nation need.
- United in our focus on these shared learning goals, the University of Wisconsin System is committed to preparing students with the learning they need to become life-long learners, to enjoy a high quality of life, and to succeed in and contribute to our rapidly changing, increasingly global society.



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## **Spotlight on the CETL Library**

CETL maintains an interesting library on teaching and learning resources in McCaskill 124. Any educator on the campus is welcome to check out and borrow these materials for your own learning. This issue, we'd like to highlight two books that are particularly useful in the areas of interactive learning and classroom technology.

Rethinking Faculty Work: Higher Education's Strategic Imperative by Judith M. Gappa, Ann E. Austin and Andrea G. Trice (Publisher Jossey- Bass 2007) highlights five key elements of the faculty work experience - equity,

academic freedom, flexibility, professional growth, and collegiality.

Interactive Learning, Vignettes from America's Most Wired Campuses by David G. Brown (Anker Publishing, 2000) focuses on how technology applications in the classroom enhance teaching and learning. The vignettes cover several categories and are written in simple language. They are full of examples that will benefit those at any technical skill level who is interested in technology in the classroom.

